P 8A

The following items ask you to indicate the reasons for your going or not going to college next year. If you **do not** plan to go to college next year, respond to the statements in Column 1. If you **do** plan to attend either a junior college or a four-year college next year, respond to the statements in Column 2.

Column 1

Statements 10-19 list common reasons high school seniors give for **not going to college.** Indicate the degree to which each of these factors influenced your decision by using the following code:

Yes, this definitely influenced my decision..... Y
Probably this had some effect on my decision..... P
No, this was not important in my decision..... N

10. I simply cannot afford to go to college.
11. I wanted to attend a trade, business, or vocational school.
12. I would have to travel too far to go to college.
13. I will go into the service, be married, or will be employed right after graduation (that is, I will do something which does not require more schooling).
14. I have greater interest in doing other things besides studying.
15. My abilities seem to be strongest in activities other than school work.
16. If I were to go to college, I wouldn't know what I wanted to major in.
17. My counselor advised me to try something other than college.
18. My parents prefer that I do something other than go to college.
19. My high school courses were not college preparatory.

Column 2

Statements 10-19 list common reasons high school seniors give for **going to college.** Indicate the degree to which each of these factors influenced your decision by using the following code:

Yes, this definitely influenced my decision..... Y
Probably this had some effect on my decision..... P
No, this was not important in my decision..... N

10. A college education is necessary to enter or get ahead on most jobs that interest me (i.e., enter profession, acquire vocational, occupational skills).
11. College graduates usually earn much more money than nongraduates.
12. College gives the student an opportunity to discover his vocational interests and skills.
13. One can learn a lot about the social graces in college.
14. College can provide a rich source of lifetime friends.
15. In college, one can learn how to get along with others.
16. College broadens one's intellectual and cultural interests and appreciations.
17. College can teach one how to think and analyze problems.
18. My counselor advised me to go to college.
19. My parents wanted me to go to college.

20. From the list given in Questions 10-19 indicate the **one** factor which was most influential in your decision to attend or not to attend college next year.

21. If you seriously considered dropping out of school, what was the most important reason for considering dropping out?

Never considered dropping out	0
Needed to earn money	1
Needed at home	2
Considered marriage	3
Disliked school, teachers, or courses	4
Making poor grades	5
Other	6

22. At what grade level did you seriously consider dropping out?

Never considered dropping out	1
Eighth grade or earlier	5
Ninth grade	8
Tenth, eleventh, or twelfth grade	9

23. How old were you on September 1, 1970?

16 years or younger	0
17 years	1
18 years	2
19 years	3
20 years or older	4

24. From the list below, select the person who has been most helpful to you in planning your future.

I have received no help	00
Mother (or stepmother or female guardian)	01
Father (or stepfather or male guardian)	02
Brother or sister	03
Relative outside the immediate family	04
Friend of the same sex	05
Friend of the opposite sex	06
Minister, priest, or rabbi	07
Family physician	08
Elementary school teacher	09
Junior high teacher	10
High school principal (or assistant)	11
High school male teacher	12
High school female teacher	13
High school counselor	14
College admission counselor	15
Employer	16
Some other adult male	17
Some other adult female	18

25. From the list given in Question 24, select the second most helpful person to you in planning your future.

26. How many people live in your home?

2 or less persons	1
3 - 4 persons	2
5 - 6 persons	3
7 - 8 persons	4
9 or more persons	5

27. Which phrase below **best** describes the program of courses you studied in high school?

Commercial or business	1
Vocational or technical (includes vocational agriculture)	2
Academic or college-preparatory	3
General	4
My high school does not designate curricular programs	5

28. How many books are in your home?

None or very few (0-25)	1
One bookcase full (25-100)	2
Two bookcases full (101-250)	3
Three or more bookcases full (251 or more)	4

29. Now that you are a senior in high school, what program of courses do you **wish** you had taken?

Commercial or business	1
Vocational or technical (includes vocational agriculture)	2
Academic or college preparatory	3
General	4
My high school does not designate curricular programs	5

30. How many times has your family changed place of residence in the last seven years?

None	1
Once or twice	2
Three or more times	3

31. *If you plan to go to college do you expect to need financial help (beyond that provided by your family)?

Yes	1
No	2

32. How many hours a **week day** do you **usually** spend watching television outside of school?

None	1
1 - 2 hours	2
3 - 4 hours	3
5 - 6 hours	4
More than 6 hours	5

GO ON TO NEXT PAGE

P8A

Statements 33-45 describe some possible outcomes of a high school education. Indicate the degree to which you achieved each outcome by using the following code:

To a great extent 1
Considerably 2
To some extent 3
Not at all (or very little) 4

33. Improving my ability to think and reason
34. Broadening my intellectual interests and my understanding of the world
35. Increasing my appreciation of art, music, literature, and other cultural expressions
36. Discovering my vocational interests and aptitude
37. Attaining specific skills that will be useful on a job
38. Understanding how the American economic system works
39. Understanding how our democratic system of government works
40. Understanding the responsibilities and privileges involved in being an effective citizen
41. Increasing my effectiveness in inter personal relations
42. Learning how to deal with political or social injustice
43. Learning how to create and live in a healthy environment
44. Developing more personal independence and self-reliance
45. Finding a cause or causes I can really believe in

Would you rate the following aspects of your high school? Please try to be both frank and fair; react in terms of **your own experience or observations** and not in terms of what you may have heard from other students. If you have had no experience with a given item, simply omit. Use the following code:

One of the aspects of the school which needs considerable improvement 1
In-between 2
One of the most satisfactory aspects of the school 3
I've had no experience with this aspect of the school or prefer not to answer 4

46. Instruction in English composition
47. Instruction in mathematics
48. Instruction in social studies
49. Instruction in laboratory sciences
50. Instruction in non-laboratory sciences
51. Instruction in literature
52. Instruction in speech
53. Instruction in foreign languages
54. Instruction in vocational courses, such as vocational homemaking, cosmetology, vocational agriculture, or auto mechanics
55. Instruction in Industrial Arts
56. Instruction in Business-Commercial Education
57. Instruction in computer technology
58. Friendliness of teachers and administrators
59. Helpfulness of counselors in planning for an occupation
60. Helpfulness of counselors in planning for college
61. Disciplinary policies and practices
62. Adequacy of library
63. Opportunities for extracurricular participation
64. Number and variety of course offerings
65. Assembly programs or convocations
66. School sponsored social events (dances, parties)
67. I use the library at my school (Instructional Resource Center) in preparation of class assignments.

To a great extent 1
Considerably 2
To some extent 3
Not at all (or very little) 4

68. For class preparations, I used non-school libraries (those not located on my school campus).

Once per week or more 1
About once a month 2
Very seldom 3
Never 4

69. While in high school I was enrolled in honors, advanced placement, or accelerated course(s).

Yes ..... Y
No ..... N

Changes Between the 1967 and 1971 Student Profile Section (SPS) -- Pupil Information Questionnaire

The 1971 SPS differs from the 1967 SPS in the following ways:

Item 1, 1971.

B.20 Deleted undertaker assistant and librarian. Added medical technician, musician, and artist.

C.35 Modified elected official in local government to elected or appointed official in local government.

C.36 Modified elected official in state or Federal Government to elected or appointed official in state or Federal Government.

E.50 Modified Heavy labor (such as ditch digging), odd-job worker to Heavy labor or odd-job worker.

F.60 Deleted scrubwoman. Added cleaning woman.

F.62 Modified military enlisted man below sergeant to enlisted man below sergeant or below petty officer.

F.63 Deleted military non-commissioned officer. Added sergeant or petty officer.

F.65 Modified public official with high level appointment such as police chief to public official with high level appointment.

Item 3, 1971.

Modified housewife or some other occupation to housewife/homemaker.

Item 4, 1971.

Modified Bachelor's degree or equivalent from a Texas college or university to Bachelor's degree or equivalent.

Added I do not know or prefer not to answer.

Item 8, 1971.

Modified What do you think you will be doing at this time next year? (attending a 2- or 4-year college in Texas, attending a 2- or 4-year college outside of Texas, other -- working, military, vocational school, etc.) to What do you think you will be doing at this time next year? (attending a two-year college, attending a four-year college, attending vocational or technical school, performing military service, staying at home and/or raising a family, working, other).

Item 9, 1971.

Added It is clear that students with different racial and ethnic backgrounds have different educational needs and goals. To identify those differences you are asked to respond to this item. If your background is listed below and you wish to so identify yourself, please answer this item. You are not required to indicate your background. (Six response categories: Oriental American, Afro-American/Black, Mexican/Spanish American, Anglo American, other--American Indian, etc., I prefer not to answer) In 1967 school personnel reported this item for each senior; these included: Anglo American, Latin American, Negro American, and other.

Item 10, 1971 (going to college).

Modified a college education is necessary to enter or get ahead on most jobs that interest me to A college education is...that interest me (i.e., enter profession, acquire vocational, occupational skills).

Item 11, 1971 (not going to college).

Deleted A college education is not necessary for the occupation I hope to enter.

Added I wanted to attend a trade, business, or vocational school.

Item 11, (going to college).

Modified College graduates earn much more money than non-graduates to College graduates usually earn much more money than non-graduates.

Item 12, 1971 (not going to college).

Deleted there are no desirable colleges located nearby.

Added I would have to travel too far to go to college.

Item 13, 1971 (not going to college).

Deleted I will go into the service (males), be married (females), or will be employed right after graduation.

Added I will go into the service, be married, or will be employed right after graduation (that is, I will do something which does not require more schooling).

Item 14, 1971 (not going to college).

Deleted I dislike studying and other academic work.

Added I have greater interest in doing other things besides studying.

Item 15, 1971 (not going to college).

Deleted My ability to do school work is too limited.

Added My abilities seem to be strongest in activities other than school work.

Item 17, 1971 (not going to college).

Modified My counselor advised me not to try college at this time to My counselor advised me to try something other than college.

Item 18, 1971 (not going to college).

Modified My parents prefer that I not go to college at this time to My parents prefer that I do something other than go to college.

Item 19, 1971 (not going to college).

Modified Did not take right high school courses for entrance into college to My high school courses were not college preparatory.

Item 26, 1971.

Added How many people live in your home?

Item 29, 1971.

Added Now that you are a senior in high school, what program of courses do you WISH you had taken?

Item 32, 1971.

Added How many hours a WEEK DAY do you USUALLY spend watching television outside of school?

Item 36, 1971.

Modified Discovering my vocational interests to Discover my vocational interests and aptitudes.

Item 43, 1971.

Added Learning how to create and live in a healthy environment.

Item 54, 1971.

Modified Instruction in vocational courses such a Vocational Homemaking or Cosmetology (females) - Vocational Agriculture or Auto Mechanics (males) to Instruction in vocational courses, such as vocational homemaking, cosmetology, vocational agriculture, or auto mechanics.

Item 55, 1971.

Modified Instruction in Industrial Arts (primary males) or Business-Commerical Education (primary females) to Instruction in Industrial Arts.

Item 56, 1971.

Added Instruction in Business-Commercial Education.

Item 67, 1971.

Added I use the library at my school (Instructional Resource Center) in preparation of class assignments.

Item 68, 1971.

Added For class preparations, I used non-school libraries (those not located on my school campus).

Item 69, 1971.

Added While in high school I was enrolled in honors, advanced placement, or accelerated course(s).

APPENDIX B: SCALE OF SOCIOECONOMIC STATUS

The same scale was used in 1971 TAAS as was used in the 1967 TEDS.

The scale is based on four items:

1. Father's occupation
2. Head of household occupation
3. Number of rooms in the house
4. Number of books in the home.

If a student failed to respond to one of the four items he was eliminated from all social strata analyses.

Weightings

Each senior's response to the "father's occupation" item was given a weight of 1 to 7.

Response	Weight
10, 30, 50, or 60	1 (lowest possible score)
11, 31, 51, or 61	2
12, 32, 40, 52, or 62	3
33, 41, 53, or 63	4
20, 34, 42, or 54	5
13, 21, 35, 43, or 64	6
14, 22, 36, 44, or 65	7 (highest possible score)

The content of each response to the "father's occupation" item refers to the first item in the "Student Profile Section" of Appendix A.

Each senior's response to the "head of household occupation" item was his score (see item 5 of Appendix A), except that he was eliminated from the social strata analyses if he responded "9" (or omitted the item). The lowest possible score was 0 and the highest possible score was 8.

Each senior's response to the "number of rooms in the house" item was his score (see item 7 of Appendix A). The lowest possible score was 0 and the highest was 4.

Each senior's response to the "number of books in the home" item was his score (see item 28 of Appendix A). The lowest possible score was 1 and the highest was 4.

Raw score

The socioeconomic status raw score of each student was obtained by adding his scores for the four items. The range was from 2 (lowest) to 23.

Levels of socioeconomic status (SES)

Raw scores of 20 or greater were assigned to the "upper" SES level; 16-19 to the "upper middle"; 11-15 to the "middle; 8-10 to the "lower middle"; and 7 or below to the "lower" SES level.

APPENDIX C: THE SCHOOL DISTRICTS WHOSE SENIORS CONSTITUTED THE SAMPLES

The 1967 sample

The districts whose seniors constituted the sample used by the Governor's Committee on Public School Education (GCPSE) were selected in 1967 by the following procedures:

1. School districts ranked according to ADA (average daily attendance); cumulated total ADA calculated.

2. Calculated that approximately 125 (actually 128) district could be selected by automatically including all district with an ADA of 12,000 or more, and using an interval of 12,000 to sample all smaller districts of less than 12,0 ADA.

3. All districts of 12,000 or more ADA selected automatical

4. Random number selected as starting point: 1,004,592.

5. The random starting point designated the first selected district for the sample of smaller districts, by taking the district in which the cumulated total of ADA fell.

6. Each additional district for the sample selected by syste atically adding 12,000 to the ADA identifying the previou selected district.

The GCPSE obtained a sample of 126 districts (plus two distri which did not teach Grade 12) by use of the above procedure a succeeded in getting 119 of the districts to participate in t 1967 testing.

The 1971 sample

The 1971 Texas Achievement Appraisal Study (TAAS) attempted t obtain the participation of the same districts as those drawn for the 1967 GCPSE sample.

Of the 119 districts that participated in the 1967 GCPSE stud 113 also participated in the 1971 TAAS. In addition, one of

the urban districts that participated in 1967 selected a sampl of 10% of its seniors for testing in 1971; further, three of t seven selected districts that did not participate in 1967 did participate in 1971. Two of the districts that participated i the 1967 GCPSE study had been consolidated with other district one of whom participated in the 1971 TAAS.

As can be seen from Table A, 98.8% of the 69,008 seniors who completed the entire ACT battery for the 1971 TAAS were in school districts that had participated in the 1967 GCPSE study

List of participating districts

The following districts were asked to administer the ACT and the pupil information questionnaire to all their seniors. Whe a school district did not participate, i.e., did not administe the ACT and the questionnaire to any of its seniors, this is noted beside the district name. The list is organized by education service center region.

Region I

Brownsville ISD
Harlingen ISD
Laredo ISD
McAllen ISD
Mercedes ISD
Pharr-San Juan-Alamo ISD
Rio Grande City ISD
San Benito ISD

Region II

Agua Dulce ISD
Corpus Christi ISD
Kingsville ISD
West Oso ISD

Region III

Bay City ISD
Refugio ISD (did not participate in 1971)
Victoria ISD
Wharton ISD
Yoakum ISD

Region IV

Aldine ISD
Alief ISD
Angleton ISD
Crosby ISD
Deer Park ISD
Dickinson ISD
Galena Park ISD
Galveston ISD
Goose Creek ISD
Houston ISD
Klein ISD
La Marque ISD (did not participate in 1971)
Pasadena ISD
Spring Branch ISD
Veeny ISD (did not participate in 1967)

Region V

Beaumont ISD
Bridge City ISD
Orangefield ISD
Port Arthur ISD

Region V (cont.)

South Park ISD
West Orange-Cove ISD

Region VI

A&M Consolidated ISD
Madisonville ISD
Rockdale ISD

Region VII

Alto ISD
Carthage ISD
Diboll ISD
Hemphill ISD
Hudson ISD
Longview ISD
Lufkin ISD (did not participate in 1971)
Marshall ISD
Minden ISD (did not participate in 1971)
Nacogdoches ISD
Palestine ISD
Troup ISD
Tyler ISD
Yantis ISD

Region VIII

Linden-Kildare ISD
Texarkana ISD

Region IX

Henrietta ISD
Jacksboro ISD
Quanah ISD
Wichita Falls ISD

Region X

Commerce ISD
Coppell ISD
Dallas ISD
Denison ISD
Garland ISD
Grand Prairie ISD (did not participate in 1967)
Irving ISD
Kemp ISD
Mesquite ISD
Richardson ISD
Sherman ISD

Region XI

Arlington ISD
Azle ISD
Birdville ISD
Bridgeport ISD
Castleberry ISD
Fort Worth ISD (10% sample)
Gainesville ISD
Hurst-Euless-Bedford ISD
Northwest ISD

Region XII

Corsicana ISD
Marlin ISD (did not participate in 1967)
Temple ISD
Waco ISD

Region XIII

Austin ISD
Comfort ISD
Lockhart ISD

Region XIV

Abilene ISD
Baird ISD
Breckenridge ISD
Cisco ISD
Hawley ISD
Ira ISD
Snyder ISD
Sweetwater ISD

Region XV

San Angelo ISD
Schliecher ISD

Region XVI

Amarillo ISD
Borger ISD
Hart ISD
Turkey ISD

Region XVII

Frenship RHSD
Levelland ISD
Lubbock ISD
Olton ISD
Plainview ISD
Seminole ISD

Region XVIII

Fort Stockton ISD
Midland ISD
Monahans-Wickett-Pyote ISD
Ector ISD

Region XIX

El Paso ISD

Region XX

Charlotte ISD
Edgewood ISD
Harlandale ISD
North East ISD
Northside ISD
Pearsall ISD
Poteet ISD
San Antonio ISD

Additional sample

Another sample was designed to improve the extent to which the GCPSE sample was representative of each of the 20 education service center (ESC) regions of the state. The results from this additional sample are useful to each of the service centers as reflecting the 1971 status of the seniors. However, the results are not comparable with the results from the sample used by 1967 GCPSE study. The results from the additional sample were analyzed separately, with each ESC receiving the results for its region; except on page 61, the results from the additional sample are not used in this report. The additional sample contained the same districts as the main (replication) sample except for the deletion of five districts and the addition of 59 districts.

The following districts were in the main (replication) sample but were not in the additional sample.

Region IV

Aldine ISD

Region V

Port Arthur ISD
South Park ISD

Region VII

Marshall ISD

Region IX

Quanah ISD

The following districts were in the additional sample but not in the main (replication) sample.

Region II

Sinton ISD

Region III

Columbus ISD
Halletsville ISD

Region V

Silsbee ISD
Nederland ISD

Region VI

Wallis ISD
Crockett ISD
Centerville ISD
Corrigan-Camden ISD
Coldsprings-Oakhurst ISD
Huntsville ISD

Region VII

Hallsville ISD

Region VIII

Pittsburg ISD
Sulphur Springs ISD
North Lamar ISD
Daingerfield ISD
Clarksville ISD

Region IX

Megargel ISD
Seymour ISD
Petrolia ISD
Crowell ISD
Saint Jo ISD
Electra ISD
Graham ISD

Region X

Denton ISD
Stephenville ISD
Burleson ISD
Mineral Wells ISD
Weatherford ISD
Everman ISD
White Settlement ISD

Region XII

Meridian ISD
Gatesville ISD
Bynum ISD
Lampasas ISD
Coolidge ISD
Goldthwaite ISD

Region XIII

New Braunfels ISD
Seguin ISD
Taylor ISD

Region XV

Early ISD
Winters ISD
Del Rio ISD

Region XVI

Hereford ISD
McLean ISD
Dumas ISD
Canyon ISD
Tulia ISD

Region XVII

Lamesa ISD

Region XVIII

Alpine ISD
Big Spring ISD
Forsan ISD
Pecos-Barstow ISD
Presidio ISD
Terrell County ISD
Rankin ISD
Wink ISD

Region XX

Alamo Heights ISD